

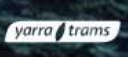


TITANIC

THE ARTEFACT EXHIBITION



TALES OF TITANIC
MELBOURNE MUSEUM
 TEACHER NOTES



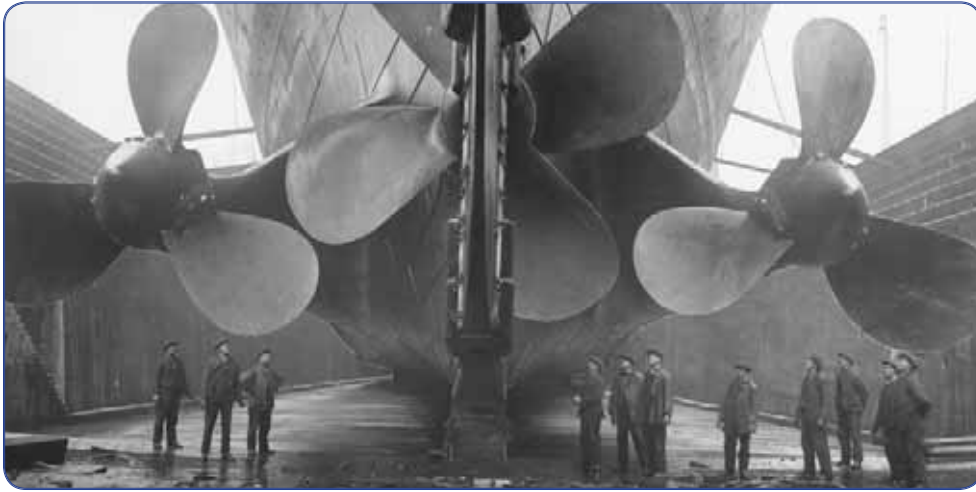


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These education materials were developed for teachers and students visiting *Titanic: The Artefact Exhibition* at Melbourne Museum 2010.

Cover image:
Maiden Voyage by Ted Walker
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***Titanic* Background Information**

On 15 April 1912, *Titanic*, the world's largest ship, sank after colliding with an iceberg, claiming more than 1,500 lives and shaking the world's confidence in the infallibility of modern technology. The maiden voyage of the 'unsinkable' ship, the majestic *Titanic*, lured the "very best people" – British nobility, American industrialists, the cream of New York and Philadelphia society. It also attracted many poor emigrants hoping to start a new life in America or Canada.

The journey began at Southampton on Wednesday 10 April 1912 at noon. On Sunday 14 April, the fifth day at sea, *Titanic* received five different ice-warnings, but the captain was not overly concerned and the Ship steamed ahead. That night, wireless operator Jack Phillips was busy sending chatty passengers' messages to Cape Race, Newfoundland, where they could be relayed inland to friends and relatives. He received a sixth ice-warning and put that message under a paperweight at his elbow. It never reached Captain Edward J. Smith or the officer on the Bridge.

By all accounts, the night was uncommonly clear and dark, moonless but faintly glowing with an incredible sky full of stars. The sea was also unusually calm and flat "like glass", many survivors said. The lack of waves made it even more difficult to spot icebergs since there was no telltale white water breaking at the edges of the bergs.

At 11:40, Frederick Fleet, the lookout in the crow's nest, spotted an iceberg dead ahead. First Officer William Murdoch ordered the Ship turned hard to port. The Ship turned slightly, but it was much too large and moving much too fast, and the iceberg was much too close. Thirty seven seconds later, the greatest maritime disaster in history began. During that night of heroism, terror and tragedy, around 700 lives were saved, over 1500 lives were lost and many legends were born.

Almost one hundred years later, the tragedy of *Titanic* continues to capture the interest of successive generations. Deep sea archaeological explorations, documentation of passengers and eyewitness accounts, nautical engineering investigations, sociological, psychological and philosophical enquiries all continue in an attempt to solve the many unanswered questions about *Titanic* and its tragic demise.

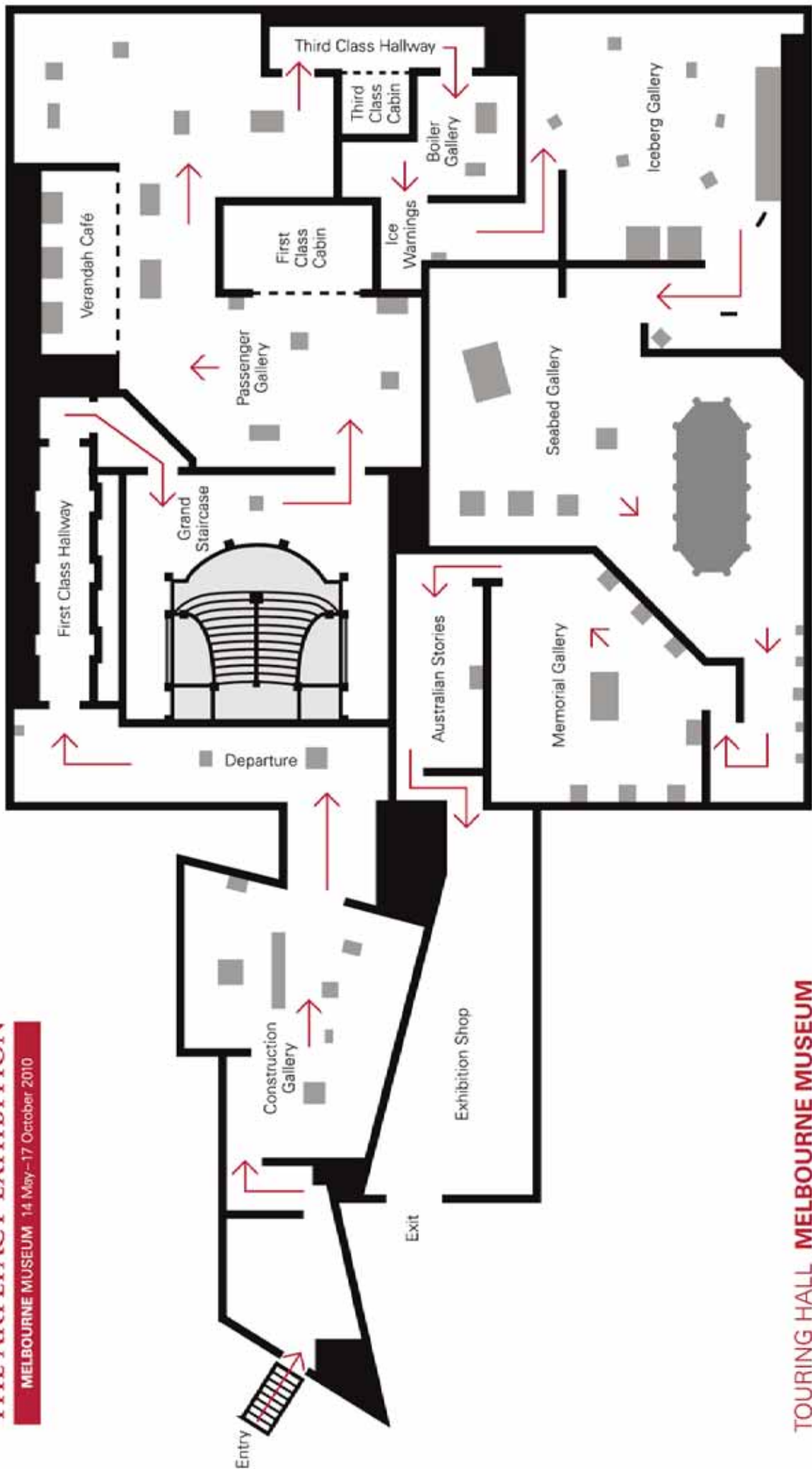
Titanic: The Artefact Exhibition provides an exceptional opportunity to explore the themes and issues surrounding *Titanic*. The experience can be linked to all domains of VELS and adult learning frameworks (CGEA, ESL and CSWE) and is particularly suitable as stimulus material for History and Geography, Science, Maths and English.



TITANIC

THE ARTEFACT EXHIBITION

MELBOURNE MUSEUM 14 May - 17 October 2010



TOURING HALL MELBOURNE MUSEUM

Titanic: The Artefact Exhibition Gallery Descriptions

The galleries in *Titanic: The Artefact Exhibition* – featuring real artefacts, room re-creations and personal histories – each highlight a different chapter in the compelling story of *Titanic*'s maiden voyage.

This Exhibition is sequenced thematically. Its division into manageable sections suits a small team approach and allows students to get an overview of the richness of the story of *Titanic* once the teamwork has been completed. On entry each visitor will receive a boarding pass which includes the name and information about a passenger that was on *Titanic*.

The **Construction Gallery** focuses on the design and invention of *Titanic*. It showcases the shipyards of Harland & Wolff, who hoped to be the most technologically advanced and progressive shipbuilder in the world.

The **Departure Gallery** allows students to feel what it was like to set sail that fateful day, 10 April 1912. Students will pass through the 1st Class Hallway and then enter the Grand Stair Case Gallery where they will view a full size replica of the luxurious Grand Staircase.

After boarding *Titanic*, students enter the **Passenger Gallery**. Brass railings and a rich carpet runner lead down an elegant hallway and past a series of numbered doors. In the Passenger Gallery, students learn individual stories and view personal artefacts recovered from the ocean floor. The focal point of this gallery is the **1st Class Stateroom**. This cabin contains re-creations of *Titanic* furniture along with clothing and personal belongings of first-class passengers.

The **Verandah Café** features first-class china, crystal, dinnerware, and silverware. Menus from the restaurants of *Titanic* are displayed.

The **3rd Class Cabin Gallery** includes a re-creation of the simple accommodations offered to those passengers travelling in steerage. Though basic, these cabins provided much greater comfort than any other ship at that time. The Boiler Gallery explains how *Titanic* was powered and what it was like for workers who shovelled coal deep inside *Titanic*.

By touching the frigid wall of ice in the **Iceberg Gallery**, students will discover how cold it was in the North Atlantic on the night *Titanic* sank. In -2 degree Celsius (28 degrees Fahrenheit) water there was little chance for survival. Death from hypothermia came quickly.

The **Seabed Gallery** shows how *Titanic* was found and what lies in her debris field. Students will learn about artefact recovery and conservation efforts.

The **Memorial Gallery** lists over 2,200 names of those who were lost and those who were saved. Students will find the name that matches their boarding pass.

The **Australian Stories Gallery** explores the story of numerous Australian passengers on *Titanic* and newspaper headlines and stories from local newspapers.



How to make the most of learning in museums

Research suggests that school students will learn more in a museum if:

- pre-visit preparation is carried out, for example, pre-visit lessons or orientations, and assessment of students' prior knowledge,
- planning and preparation take place around concepts to be investigated,
- curiosity is encouraged and some student choice and control over their learning experiences is allowed for. The experience should be learner-centred,
- co-operative small groups are used. Students may form these naturally even if the teacher does not do it for them. Where possible, an adult should accompany small groups,
- the social aspects of learning are taken into account. Students should be encouraged to talk and share ideas about what they are seeing/hearing/touching. They should also be asking lots of questions,
- the visit is integrated into a broader body of student learning at the school level and is strongly linked to the curriculum. Follow-up and reflective sessions with students are essential. Students need to share their findings in some sort of report or presentation.

Tales of Titanic Melbourne Museum Education Kit Contents

The resources in this Education Kit have been designed to support learning about *Titanic* for a range of different learning levels and disciplines (please see the curriculum links on page 11 for more details). Included in the kit are the following resources in pdf format:

Tales of Titanic Teacher Notes: Contains background information for Victorian teachers, a conceptual framework, activity ideas and a detailed list of web links and resources.

Titanic Integrated: Activities for English, Geography, History and Maths.

VELS levels 4-6. This includes information about Australian passengers and crew aboard *Titanic* (available online from <http://www.encyclopedia-titanica.org/>)

Tales of Titanic Web Quest: Interdisciplinary Web Quest for VELS Geography, History and English levels 4-6.

Titanic for VELS English and for Adult Learners: A range of activities suitable for learners of CGEA, CSWE, ESL Frameworks and English VELS levels 4-6. This includes transcripts of interviews from five *Titanic* passengers and crew who survived. Audio of interviews available online:
www.bbc.co.uk/archive/titanic/5063.shtml

Onsite activities for Titanic: The Artefact Exhibition: A two sided printable worksheet for students to use during their visit to the Exhibition.

Titanic LOTE Italian: LOTE Italian Web Quest activities.

Titanic: The Artefact Exhibition Teacher Guide: Produced by Premier Exhibitions Inc., it includes lesson plans and educational tour activities for VELS History, Geography and English levels 3-6.

Titanic Science Teacher Guide: Produced in the US, it includes science-specific lesson plans and activity ideas: <http://www.rmstitanic.net/pdf/titanicscienceTG.pdf>



CONCEPTUAL LEARNING FRAMEWORK FOR *TALES OF TITANIC EDUCATION KIT*

The *Tales of Titanic* Education Kit reflects a range of learning approaches that facilitate optimal learning in a museum setting.

Drawing on community of inquiry approaches, learning styles theory, Bloom's Taxonomy, experiential learning and the e5 instructional model, *Tales of Titanic* Education Kit provides teachers with a range of resources, ideas and activities that can be tailored to meet the different needs and interests of students.

Bloom's taxonomic process informs the intended learning outcomes in each of the activities while key *essential questions* frame the overall inquiry into issues surrounding *Titanic*.

Intended Learning Outcomes

The following three domains adapted from Bloom's provide for a holistic approach to learning in *Titanic: The Artefact Exhibition*.

Cognitive – New knowledge and understanding is developed.

Affective – The experience impacts values, beliefs and feelings.

Skills – Thinking, reasoning, comparing, and analysing skills are further developed.

Essential Questions

Essential questions provide the focus for framing an inquiry. Essential questions are questions that require deeper thinking and have no 'right' answer. Essential questions allow us to explore what knowledge is, how it came to be and how it has changed. They are a vital tool for thinking and acting independently and together. The following essential questions have been framed using the e5 instructional model to orient students to *Titanic: The Artefact Exhibition* and to frame a more in-depth study of *Titanic*.

Key Concepts

E5 Instructional Mode		Essential Question
Engage	Before the visit:	Why is <i>Titanic</i> important?
Explore	In the Exhibition:	What was it like on <i>Titanic</i> ?
Explain Elaborate Evaluate	After the visit:	Could more lives have been saved?

Strategies for activities before, during and after visit

The activities in this kit can be structured to build student engagement and learning before, during and after a visit to the Exhibition, as follows:

Before the visit

To orient students and assess their prior knowledge, include some of the following activities in the pre-activities section. In particular, students need to understand three key concepts before they come to the Exhibition:

1. Where, when and why did *Titanic* sink?
2. Who was on *Titanic* on the maiden voyage?
3. Why are we still interested in *Titanic* today?

Please download and distribute map and any other relevant materials prior to your visit. No education materials will be available on site.

During the Visit

Strategy 1: Exhibition activity trail

This activity provides stimulus questions to focus student viewing and enhance their understanding. A map is provided on the back cover to help groups orient their way through the Exhibition, and to understand the issues each section will highlight. Copies of the map should be downloaded by the teacher prior to your visit.

Strategy 2: Reading the narrative: What is the story being told here?

After seeing the *Titanic: The Artefact Exhibition* students should focus on the way in which the Exhibition has been assembled and the selection of primary & secondary sources and archaeological evidence used to tell the story of the Ship's construction and destruction as well as the aftermath of the disaster.

Strategy 3: Jigsaw Exhibition themes

Students can be arranged in heterogeneous teams of 'experts'. On-site activities outlined in Strategies 1 and 2 could be used to focus each expert team.

- Each team is allocated a gallery to explore in the Exhibition so that they become experts in that particular area of study.
- The teams are then re-formed into expert groups, that is, one student from each team goes to the expert group.
- Expert groups collect, share and discuss between themselves the particular issue, topic or activity while on the excursion.

Strategy 4: Using the boarding pass

On arrival each student will receive a 'boarding pass' to enter *Titanic: The Artefact Exhibition*. The boarding pass will include personal information about a real passenger on *Titanic*. Students can use the boarding pass as a way of 'getting into character' and think about their passenger and the experience they might have had aboard *Titanic*. For more activity ideas please refer to *Titanic* for VELS English and for Adult Learners.

After the excursion, each student returns to their team and reports back to the group. For post-visit activities, teachers may wish to extend this part of the process. For example, groups could produce reports, posters, oral presentations, a web page/unit or other electronic presentations and publications.

After the visit

Follow-up and reflective sessions with students are essential. Teachers could consider a range of inquiry-based activities that can be conducted as a team or some of the activities described below.

Activity Suggestions (based on Anderson's revised Bloom's taxonomy).

Remembering

- Make a list of the main ideas outlined in the Exhibition.
- Make a time line of events outlined in the Exhibition.
- Write a list of any pieces of information you can remember.
- Create and recite a poem based on what you found out about the passenger identity you had in the Exhibition.

Understanding

- Illustrate what you think the main idea of the Exhibition may have been.
- Make a cartoon strip showing the sequence of events depicted in the Exhibition.
- Write and perform a play based on the tragic sinking of *Titanic*.
- Write a summary report of the day of the sinking.
- Prepare a flow chart to illustrate the sequence of events.
- Conduct some research about the passenger on your boarding pass and write a report about them and their life.

Applying

- Make a scrapbook about the main ideas of the Exhibition.
- Write text and compose probing questions about this topic for others.
- Present your findings in a data show for others and raise questions for discussion.
- Compare and contrast *Titanic* to a modern cruise ship.

Analysing

- Design a questionnaire to gather information about the main ideas of the Exhibition.
- Construct a graph to illustrate selected information.
- Write a biography of an important person, such as the radio operator.
- Prepare a report about *Titanic* and explain the lessons that need to be learned.
- Research the role of people who worked on the Ship.

Evaluating

- Conduct a debate about an important issue raised in the Exhibition.
- Write a letter to White Star Shipping Line outlining your concerns about how the *Titanic* disaster was handled.
- Prepare a case to present your view about the causes of the sinking of *Titanic*.
- Prepare and present an essay on a topic raised by the Exhibition.
- Prepare an evaluation of the Exhibition itself. Was it a good Exhibition? Why or Why not?

Creating

- Plan a marketing campaign for this Exhibition.
- Write about your feelings in relation to any issue raised in the Exhibition.
- Write a TV show, play, role play or song about one of the themes covered in the Exhibition.
- Design a book or magazine cover showing a different side of (an unusual take on) the story of *Titanic*.
- Devise a campaign to raise awareness about the preservation of *Titanic* artefacts.
- Create an advertising campaign for the museum to promote the study of famous shipping disasters. Explaining why it is educational.

Conduct a Community of Inquiry

A Community of Inquiry approach takes a more philosophical view of the Exhibition and provides students with the opportunity to discuss the Exhibition and its content from a personal philosophical perspective.

The conversation might start with general questions such as:

1. What is your favourite aspect of the Exhibition?
2. What is the most thought-provoking aspect of the Exhibition?
3. What do you see, feel and think?

The teacher's role is to help students to think through the ideas as effectively as possible and to guide the conversation to answering a meta-question such as: What can we learn about daily life during 1912 by studying the material culture of *Titanic*? Or could more lives have been saved? (see *Tales of Titanic* Web Quest) The emphasis is on sharing ideas and understanding, rather than winning an argument. Students should be encouraged to ponder these ideas as they experience the Exhibition.

Conducting a Community of Inquiry

A Community of Inquiry is a group of people – students, teachers and colleagues – who use discussion to engage in deep thinking, explore big ideas, and grapple with the challenges and possibilities raised by a puzzling concept, idea or circumstance.

The process promotes critical thinking and requires members of the group to show respect for each other. It attempts to produce better thinkers and more caring members of society who accept differences and at the same time submit conflicts to reasonable scrutiny.

- All participants are expected to respect one another as thoughtful people who together seek to better understand the issue at hand.
- A Community of Inquiry works best when the group agrees that the thinking they will do will be:
 - **caring** each member is an integral member of the community
 - **creative** new ideas will be sought and encouraged
 - **critical** good reasons need to be given for ideas and opinions
- They can all make mistakes, acknowledge them and be willing to be corrected.

Preparing the group

Discuss with students what the process is about and how supportive and respectful behaviour will make it successful.

- This is a thinking process that can challenge assumptions and preconceived ideas. It may be that you need to change your mind.
- It is NOT about winning an argument.
- It IS about thinking more deeply about matters of importance to you as a member of the community.
- A sense of community is essential – sharing, support and respect for all.
- Differences are an important part of the process. Accept that others may disagree with you. Conflict and mistakes made in good faith are opportunities for learning and growth.

Community of Inquiry Instructions

1. Seat students in a way that maximises opportunity for communication and democratic behaviour. This is usually a circle.
2. Teach protocols -
I agree with ...because ...
I disagree with ...because ...
3. Decide on your 'trigger material' such as texts, current events, concepts or student brainstorm.
4. Ask students what they found interesting or puzzling.
5. Gather student questions on the board. Write the names of students alongside the questions they ask.
6. Group questions that are the same or similar.
7. Discuss the questions in an order decided by a variety of methods. For example, students vote for the most interesting question or decide to discuss the 'easy' questions first.
8. Facilitate the use of 'wait time' during the discussion. Sometimes students need a few minutes to gather their thoughts and find the courage to speak
9. Encourage participants to talk to the whole circle or directly to the person they are answering, rather than always through the teacher.
10. Encourage students to raise hands or use 'talking cards' to facilitate taking turns.
11. Participate in the discussion, but in your role as teacher, 'hold back' sometimes so as not to influence too much.
12. Use question types that signal cognitive moves and encourage meta-cognition.
13. Encourage students to recognise that many questions are complex and may never be answered.
14. Encourage students to take responsibility for their comments and be prepared to defend, modify or change them as appropriate.

Adapted from: www.ltag.education.tas.gov.au (Department of Education, Tasmania)

All challenges made by students in a community of inquiry are to the **ideas** expressed – *not* to the **people** expressing the ideas.

Learning Focus and links to curriculum frameworks

Student-centred activities are designed within the frameworks of:

- VELS (Victorian Essential Learning Standards) levels 3-6.
- CGEA (Certificate in General Education for Adults) (II & III).
- CSWE (Certificate of Spoken and Written English) (II & III).
- ESL Frameworks (English as a Second language) (II-IV).

VELS

The activities address learning focus statements from all three strands of VELS, i.e. Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning (see tables below).

Titanic Integrated Activities are designed for VELS levels 4-6 for English, Geography, History and Maths. Activities are listed in *italics* in the VELS links table.

Tales of Titanic Web Quest This activity is an interdisciplinary Web Quest for students in years 5-10. It relates to Levels 4-6 of the following VELS domains:

- Interpersonal Development, Personal Learning, Civics and Citizenship.
- The Humanities, History, Geography, English.
- Communication, Design, Creativity and technology, Information and communications technology, Thinking processes.

English & Adult Learners

Titanic for VELS English and for Adult Learners (TEAL)

Titanic: The Artefact Exhibition provides an excellent starting point to explore broad universal themes such as: social class, human behaviour, the relationship between people and technology, emigration/immigration, social history and perspective, work and responsibility. These themes are relevant to adult learners in Australia who may be studying for certificated courses such as the CGEA (II & III), the CSWE (2 & 3), ESL Frameworks (II-IV) or VELS levels 4-6. VELS links are listed and are underlined in column 3 of the VELS links table.

The activities, which model the Community of Inquiry approach, ensure development of employability skills embedded in adult learner frameworks: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Most activities can be tailored to match learning outcomes across the certificates for proficiency in the four macro skills of listening, speaking, reading and writing (of digital & print texts in word and image) and in additional related skills such as numeracy, ICT and learning strategies.

<p>ESL Frameworks Certs III & IV CGEA Certs II & III CSWE 2 & 3</p> <p>The following competencies are relevant (at different levels):</p> <p>Design, complete, document & evaluate a project</p> <p>Read & write formatted texts</p> <p>Plan & produce complex texts</p> <p>Listen & take notes for research</p> <p>Read & write for research Read, interpret & critically analyse complex texts</p> <p>Perform a range of complex mathematical tasks</p> <p>Use language learning strategies & study skills</p> <p>Conduct online research</p> <p>Send and retrieve info using web browsers & email</p> <p>Prepare & give a presentation</p> <p>Investigate current issues – linked to the past</p> <p>Produce word processed documents</p>	<p>1. Why did so many die?</p> <p>Your class is a team of experts preparing a report for the White Star Line. Each group will research different problems:</p> <ol style="list-style-type: none"> 1. Ship design & fitout. 2. Attitudes and beliefs about <i>Titanic</i>. 3. Behaviour of crew: captain, wireless operators, officers. 4. Behaviour of passengers. <p>They must explain why the disaster happened, and how to stop it happening again. Each group will write a short report and/or prepare a presentation. Extension: After the readings/presentations, the whole team must list causes in order of priority for action.</p> <p>A publishing team will prepare an executive summary that lists priorities. They will put together the report as a complete document created by the whole class.</p> <p>Language: basic ship terms, past tense; we think that, we believe that...</p> <p>Text: report format</p> <p>Presentation: standard format (include visuals).</p> <p>Themes: class, gender, technology-design, communication systems, work roles and responsibilities.</p> <p>See TEAL Activity 6, Why so many died: Exploring safety issues; Web Quest</p> <p>2. Panic – compare & contrast</p> <p>Read the articles about the study that compares behaviour on board <i>Titanic</i> (1912) and <i>Lusitania</i> (1915) – complete the table.</p> <p>Linguistic focus: comparison & contrast.</p> <p>See TEAL Activity 4, How do people behave in disasters?</p> <p>3. Employment focus</p> <ol style="list-style-type: none"> 1. Make a list and briefly describe the different jobs: <ul style="list-style-type: none"> • To design & build <i>Titanic</i> http://www.Titanicinbelfast.com/template.aspx?pid=162&area=1 • To sail <i>Titanic</i> http://www.encyclopedia-Titanica.org/titanic_crew_list/ http://www.encyclopedia-Titanica.org/titanic-engineering-crew/ • To serve passengers in 1st, 2nd & 3rd classes on board <i>Titanic</i> http://www.encyclopedia-Titanica.org/pog/crew_pog_victual_1st.php http://www.encyclopedia-Titanica.org/pog/crew_pog_victual_2nd.php http://www.encyclopedia-Titanica.org/pog/crew_pog_victual_3rd.php http://www.euronet.nl/users/keesree/listcrew.htm#Victual http://www.encyclopedia-Titanica.org/titanic-restaurant-staff/ • Postal clerks http://www.encyclopedia-Titanica.org/titanic-postal-clerks/ http://postalmuseum.si.edu/Titanic/ <p>See TEAL Activity 5, <i>Titanic</i> at work: Focus on the Royal Mail Service</p>
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2. Compare with cruise ship jobs of 2010
<http://www.cruiseshipjob.com/position.htm>
 - Develop a table comparing the jobs.
 - Give an overview of the advantages and disadvantages of working on cruise ships.
3. A sense of responsibility
 Duty of care for employers and employees
<https://fac.dhs.vic.gov.au/home.aspx?TabID=content&type=4&contentID=3373>
 Read the responsibilities of employees – under these rules, did the postal workers have to protect the mail and die with it on board *Titanic*?
 TEAL Activity 6, Why so many died: Exploring safety issues

4. Social histories –Tracing events

The last hour aboard *Titanic*

1. Label key features on a diagram of the layout of *Titanic*.
2. Different groups listen to different interviews of X,Y,Z (BBC) & read the transcripts (according to language proficiency).
<http://www.bbc.co.uk/archive/titanic/>
3. Mark the ‘journey’ of the person interviewed around *Titanic* and their escape from the Ship.
4. Each group projects their diagram and elect a spokesperson to show and tell what happened – review language issues.
5. Write a short report tracing the movement of the survivor & mark your diagram with the route they took.

Sequence of events (past tense & past continuous or simple present/present continuous): First, he/she ...then...after that ...; When/while because
 Diagrams – captions, labels, keys, numbering etc

Extension: what key problems did the survivor identify?

How do versions or interpretations of events differ in survivor accounts and why?

See **TEAL Activity 1, ArteFacts: Facts about Art**

TEAL Activity 2, Lives on Board

VELS Links

Domain	Standards	Activities
Humanities- History Level 3 Years 2-3	<p>Humanities Skills</p> <ul style="list-style-type: none"> • Use a range of historical evidence to retell events. • Describe historical characters. • Develop simple timelines. • Understand different types of evidence. • Draw simple maps and plans. • Observe basic mapping conventions. • Identify the location of places on a simple map. 	<i>Titanic</i> Online and Interactive Activities
Geography Level 4 Years 4-6	<p>Geographical knowledge and understanding</p> <ul style="list-style-type: none"> • Use geographic language. • Identify and describe characteristics of different kinds of maps, diagrams, photographs and satellite images. <p>Geospatial skills</p> <ul style="list-style-type: none"> • Use maps to describe the distance, direction and location of places. • Identify features from maps, satellite images and oblique photographs. 	<i>Titanic</i> Online and Interactive Activities <i>Titanic</i> and Geography
Geography Level 5 Years 7-8	<p>Geospatial skills</p> <ul style="list-style-type: none"> • Collect geographical information; analyse, evaluate and present it using a range of forms. • Construct overlay theme maps using map conventions of scale, legend, title and north point. 	<i>Titanic</i> Online and Interactive Activities <i>Titanic</i> and Geography
Geography Level 6 Years 9-10	<p>Geospatial skills</p> <ul style="list-style-type: none"> • Interpret information on different types of maps and photographs at a range of scales. • Use map evidence to support explanations. • Draw inferences and predict associated outcomes. 	<i>Titanic</i> Online and Interactive Activities <i>Titanic</i> and Geography

<p>History Level 4 Years 4-6</p>	<p>Historical knowledge and understanding</p> <ul style="list-style-type: none"> • Compare and contrast the values and beliefs of Australians and people of other cultures. • Compare different cultures and countries, in both the past and present, and ask questions about our own society. • Sequence events. Historical reasoning and interpretation. • Use a range of primary and secondary sources. • Frame research questions and plan inquiries. • Comprehend and question sources and make judgments about the views being expressed. • Use appropriate historical language and concepts to develop historical explanations. • Present understandings in a range of forms. 	<p>“Iceberg right ahead” Using quotes from <i>Titanic</i> <i>Titanic</i> Online and Interactive Activities <i>Titanic</i> Photo and Image Analysis: Using pictures to read the past</p>
<p>History Level 5 Years 7-8</p>	<p>Historical reasoning and interpretation</p> <ul style="list-style-type: none"> • Frame key research questions, plan investigations, and report findings. • Use a range of primary and secondary sources. • Identify the content, origin, purpose and context of historical sources. • Evaluate historical sources for meaning, point of view, values and attitudes. • Use relevant historical evidence, concepts and historical conventions to present a point of view. • Use a variety of forms to present understanding. 	<p>CSI <i>Titanic</i>: Who died and How? “Iceberg right ahead” Using quotes from the <i>Titanic</i> <i>Titanic</i> Online and Interactive Activities <i>Titanic</i>: Recovery and Conservation <i>Titanic</i> Photo and Image Analysis: Using pictures to read the past ArteFact– ‘Facts from Art’ Lives on board</p>
<p>History Level 6 Years 9-10</p>	<p>Historical reasoning and interpretation</p> <ul style="list-style-type: none"> • Frame research questions and locate relevant resources; identify, comprehend and evaluate a range of primary and secondary sources. • Critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias. • Recognise that in history there are multiple perspectives and partial explanations. • Use appropriate historical language and concepts in historical explanations. • Use evidence to support arguments. • Develop historical explanations in a variety of oral, written and electronic forms. 	<p>CSI <i>Titanic</i>: Who died and How? “Iceberg right ahead” Using quotes from the <i>Titanic</i> <i>Titanic</i> Online and Interactive Activities <i>Titanic</i>: Recovery and Conservation <i>Titanic</i> Photo and Image Analysis: Using pictures to read the past ArteFact– ‘Facts from Art’ Lives on board <i>Titanic</i> and work: A focus on the Royal Mail Service</p>

<p>English Level 3 Years 2-3</p>	<p>Writing</p> <ul style="list-style-type: none"> • Write texts. • Write narratives. • Order information and sequence events. • Combine verbal and visual elements in texts. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen attentively to spoken texts. • Retell information accurately. • Ask clarifying questions, volunteer information and justify opinions. 	<p><i>Titanic</i> Online and Interactive Activities</p>
<p>English Level 4 Years 4-6</p>	<p>Reading</p> <ul style="list-style-type: none"> • Read, interpret, respond to a wide range of texts. • Analyse texts and support interpretations with evidence. • Describe how texts are constructed. • Analyse point of view, plot and setting. • Use strategies when interpreting texts. <p>Writing</p> <ul style="list-style-type: none"> • Produce a variety of texts for different purposes. <p>Speaking and listening</p> <ul style="list-style-type: none"> • Plan, rehearse and make presentations. • Sustain a point of view. • Adjust speaking to take account of context. • Identify the main ideas and summarise them. • Identify opinions. 	<p><i>Titanic</i> Online and Interactive Activities</p> <p><i>Titanic</i> Photo and Image Analysis: Using pictures to read the past</p>
<p>English Level 5 Years 7-8</p>	<p>Reading</p> <ul style="list-style-type: none"> • Provide supporting evidence. • Produce personal responses. • Infer meanings and messages in texts. • Analyse how social values/attitudes are conveyed. <p>Writing</p> <ul style="list-style-type: none"> • Produce texts for a variety of purposes. • Write extended narratives or scripts. • Write arguments, reports, personal reflections or evaluations of texts. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Express responses to texts, themes and issues. • Identify main issues in a topic and provide supporting detail and evidence for opinions. • Critically evaluate the spoken language of others. • Use a variety of texts to support individual presentations. 	<p>CSI <i>Titanic</i>: Who died and How?</p> <p><i>Titanic</i> Online and Interactive Activities</p> <p><i>Titanic</i> Photo and Image Analysis: Using pictures to read the past</p> <p>ArteFact– ‘Facts from Art’</p> <p>Lives on board</p> <p>I saw it with my own eyes: journey traces</p> <p>How do people behave in disasters?</p> <p><i>Titanic</i> and work: A focus on the Royal Mail Service</p> <p>Why so many died: Exploring Safety Issues</p>

<p>English Level 6 Years 9-10</p>	<p>Reading</p> <ul style="list-style-type: none"> • Read, view, analyse, critique, reflect on texts. • Explain how texts are shaped by the time, place and cultural setting in which they are created. • Compare and contrast the features of texts. <p>Writing</p> <ul style="list-style-type: none"> • Write narratives. • Write persuasive texts. • Begin to use a range of language techniques. • Compose a range of other texts. • Plan and deliver presentations; sequence and organise complex ideas. 	<p>CSI <i>Titanic</i>: Who died and How? <i>Titanic</i> Online and Interactive Activities <i>Titanic</i> Photo and Image Analysis: Using pictures to read the past: ArteFact– ‘Facts from Art’ Lives on board I saw it with my own eyes: journey traces How do people behave in disasters? <i>Titanic</i> and work: A focus on the Royal Mail Service Why so many died: Exploring Safety Issues</p>
<p>Mathematics Level 4 Years 5-6</p>	<p>Space</p> <ul style="list-style-type: none"> • Use the ideas of size, scale, and direction to describe relative location and objects in maps. Working Mathematically. • Engage in investigations involving mathematical modelling. • Explore number facts and puzzles, generate simulations. 	<p><i>Titanic</i> in numbers: Suggested Maths Activities <i>Titanic</i> Size</p>
<p>Mathematics Level 5 Years 7-8</p>	<p>Measurement, chance and data</p> <ul style="list-style-type: none"> • Measure length, perimeter, area, surface area, mass, volume, capacity, angle, time and temperature. <p>Working mathematically</p> <ul style="list-style-type: none"> • Formulate conjectures and follow mathematical deductions. • Develop simple mathematical models for real situations. • Predict using interpolation and extrapolation. 	<p><i>Titanic</i> in numbers: Suggested Maths Activities <i>Titanic</i> Size</p>

WEB LINKS AND OTHER RESOURCES

General information on *Titanic*

Extensive list of *Titanic* links <http://www.keyflux.com/Titanic/links.htm>

Encyclopedia Britannica An online exhibit on *Titanic* which outlines the history and voyage using images accompanied by brief text boxes. Great for lower levels. <http://www.britannica.com/titanic/index.html>

Encyclopedia *Titanica* Information about passengers, biographies, photo records, research articles, deck plans and more. Great for all types of research inquiries. <http://www.encyclopedia-Titanica.org/>

Eco Explorers *Titanic* Deck layout. http://www.ecophotoexplorers.com/images/Titanic_layout.gif

Last Mysteries of *Titanic* Produced by Discovery Channel. Contains video clips, deckplans, interactive jigsaw puzzles, a virtual dive, a quiz and other information. <http://dsc.discovery.com/convergence/Titanic/Titanic.html>

New York Times Archive of historic and recent articles and information.

<http://topics.nytimes.com/top/reference/timestopics/subjects/t/titanic/index.html?scp=1-spot&sq=Titanic&st=cse>

National Library of Australia articles from Australian newspapers in 1912.

<http://newspapers.nla.gov.au/ndp/del/tag?name=Titanic&allTags=1>

Posted Aboard the RMS *Titanic* Online exhibition honouring the postal stewards who worked to save the registered mail aboard *Titanic*. <http://www.postalmuseum.si.edu/Titanic/>

RMS *Titanic*, Inc. This is the site of the company that produced *Titanic: The Artefact Exhibition*. Users may have to register for access to some of the information. <http://www.Titanic-online.com/index.php4>

***Titanic* Belfast** A very comprehensive and 'student-friendly' site. It is interactive and combines text and images to display information about construction and the voyage.

<http://www.Titanicinbelfast.com/welcome.aspx>

***Titanic* Historical Society** Information and publications about *Titanic*. <http://Titanichistoricalsociety.org/>

***Titanic* inquiry Project** Documents from the British and US inquiries. <http://www.Titanicinquiry.org/>

***Titanic* the Unsinkable Ship** Maritime Museum of the Atlantic with web-links.

<http://museum.gov.ns.ca/mmanew/en/home/whattoseedo/permanentexhibits/Titanic/default.aspx>

Web *Titanic* Good links and a comprehensive list of quotes from passengers.

<http://www.webTitanic.net/menu.html>

White Star Line Ships History of the company that built *Titanic* and other ships.

<http://www.Titanic-whitestarships.com/>

Ice and icebergs

International Ice Patrol Site of the organisation which monitors and reports ice and icebergs in the Atlantic ocean in order to eliminate the risk of iceberg collision. <http://www.uscg-iip.org/cms/>

The iceberg resurfaced Informative article which includes an alleged photo of the iceberg that *Titanic* hit and information about it. <http://www.encyclopedia-Titanica.org/the-iceberg-resurfaced.html>

Iceberg right ahead Information about the conditions on the night *Titanic* hit the iceberg and possible explanations as to what happened. http://www.encyclopedia-Titanica.org/iceberg_right_ahead.html

US National Oceanic and Atmospheric Administration lesson plans and information about the science of ocean exploration and marine archaeology. <http://oceanexplorer.noaa.gov/edu/welcome.html>

Titanic enthusiasts sites

Titanic Universe Extensive information about *Titanic*, including numerous links.

<http://www.Titanicuniverse.com/>

Titanic-Titanic.com Links, information, forum, articles, FAQs and quiz. <http://www.Titanic-Titanic.com/>

Hidden Expedition *Titanic* – an Eye-Spy Adventure (computer game) Find the crown jewels in the wreck of *Titanic* – recommended for lower levels.

http://www.spintopgames.com/puzzle_game_download/titanic.html?gclid=CLHDn_L51KACFUywpAodCV8csQ

1912 *Titanic* Mystery (computer game) Find the objects in the wreck of *Titanic* – recommended for lower levels http://www.spintop-games.com/puzzle_game_download/1912_titanic_mystery.html?gclid=CLe9hoX1iaECFQ3EbwodJELkMw

Titanic Movie Maker Allows students to make their own movies online. <http://www.immersionlearning.org/>

Passengers and Crew

On Board the *Titanic* Students can experience the journey through the eyes of a passenger via firsthand accounts. Produced by the Discovery Channel.

<http://dsc.discovery.com/> (type in '*Titanic*' in search engine)

Ismay and *Titanic* An excerpt about Joseph Bruce Ismay who served as Managing Director of the White Star Line. <http://www.Titanichistoricalociety.org/articles/ismay.asp>

BBC: *Survivors of the Titanic* Produced by the BBC, interviews with *Titanic* passengers, shipbuilders and crew. <http://www.bbc.co.uk/archive/titanic/5063.shtml>

Polar the *Titanic* Bear The story through the eyes of a child's teddy bear.

<http://www.polartheTitanicbear.com/aboutpage.html>

CSI *Titanic*: Who died and how? Article outlining and explaining the possible causes of death of passengers on *Titanic*. http://www.encyclopedia-Titanica.org/csi_Titanic_who_died_how.html

Mock trial produced by US law firm in which a victim's family sues White Star Line.

<http://www.andersonkill.com/Titanic/home.htm>

Voices from the *Titanic* English unit lesson plans for secondary levels from US.

http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=67#handout1

Molly Brown Museum and information <http://www.mollybrown.org/>

Shipwreck history in Australia

Background information and links to Australian shipwrecks from the Australian government's culture portal.

<http://www.cultureandrecreation.gov.au/articles/shipwrecks/>

The Loch Ard shipwreck off the Victorian coast. Geelong Otway Tourism.

<http://visitgreatoceanroad.org.au/great-ocean-road/destinations/the-twelve-apostles/loch-ard-gorge>

Loch Ard Ship wreck PDF lesson plan from Parks Victoria.

http://www.parkweb.vic.gov.au/education/resource_kit/resources/pverksection4d2629.pdf

Australian National Maritime Museum <http://www.anmm.gov.au/site/page.cfm>

Images

Maritime Quest (*Titanic*) Site with fifteen pages of large and rare images.

http://www.maritimequest.com/liners/Titanic_page_1.htm

Photo Gallery: Return to *Titanic* Images from National Geographic, USA.

<http://channel.nationalgeographic.com/episode/return-to-Titanic-1113#tab-Photos/o>

***Titanic* Gallery** Includes rare photos taken by Father Browne. <http://www.fatherbrowne.com/>

The *Titanic* Historical Society Museum Images of a range of artefacts.

<http://www.Titanichistoricalsociety.org/museum/museumcollection.asp>

***Titanic* Photographs.com** A collection of images taken by Father Frank Browne.

<http://www.Titanicphotographs.com/GalleryA.asp?GalleryID=P>

All things *Titanic* Images of the construction, interior and exterior of *Titanic*. <http://www.abratis.de/ship/>

***Titanic* Treasures:** Herald Sun photo gallery from *Titanic: The Artefact Exhibition*

<http://www.heraldsun.com.au/news/photo-gallery/gallery-e6ff94x-1225836243439?page=1>

RMS *Titanic* Flickr: Photos uploaded by public from all over the world.

<http://www.flickr.com/groups/rmsTitanic/pool/>

Audiovisual Resources

Online Clips

There is a wealth of documentaries and dramatisations of *Titanic* on the Internet. Some links are included below. Please note: In some cases the site will show advertising before the clip, and accessing YouTube videos can also be problematic.

Titanic: A History in Photography Photos of construction, departure, interior and survivors. No commentary. 05:27mins. <http://www.encyclopedia-Titanica.org/Titanic-a-history-in-photography.html>

Deep Inside the *Titanic*: The Iceberg's Gash Brief clip from the Discovery Channel that examines the wreck with an explanation of damage caused. 01:46mins.

<http://dsc.discovery.com/videos/deep-inside-the-titanic-the-icebergs-gash.html>

Titanic: How it really sank A video from the National Geographic. Includes dramatisations of actual events and narration and interviews with experts. 04:17mins.

http://channel.nationalgeographic.com/episode/titanic-how-it-really-sank-3631/Overview#tab-Videos/o6335_00

Titanic: Anatomy of a Disaster: Modern Safety Explains how the approach to safety has changed over time and how people died on *Titanic*. 02:40mins.

<http://dsc.discovery.com/videos/Titanic-anatomy-of-a-disaster-modern-safety.html>

That Fateful Night: How the *Titanic* Sank Excerpt from documentary explaining the damage and sinking. Dramatic computer imagery and narration. 02:02mins.

<http://www.youtube.com/watch?v=vjKGYJacoGU>

RMS *Titanic* A collection of rare and historical photos of the interior and exterior, passengers, newspaper reports and paintings. Set to music, no narration. 04:32mins.

<http://www.youtube.com/watch?v=8wTlureUMP8&feature=fvw>

Sinking of the *Titanic* Dramatic computer generated reconstruction of the sinking of *Titanic*. Excellent imagery. Set to music, no narration. 01:56mins.

<http://www.youtube.com/watch?v=1avWJELB9Ek&NR=1>

Titanic: Death of a Dream Documentary in 16 parts, explores the origins of *Titanic* from its conception and construction, to its maiden voyage, leading up to the initial collision with the iceberg that would ultimately sink the Ship. (1994) http://www.youtube.com/watch?v=hu_qYA2El14&feature=Playlist&p=C9797BD9D4781247&playnext_from=PL&playnext=1&index=15

BBC *Titanic* journey- and extraordinary journey into the deep video footage.
<http://www.bbc.co.uk/northernireland/titanic/>

Documentaries

Titanic: Answers from the Abyss, The Discovery Channel (VHS only), 1999

Titanic - The Complete Story, A&E History Channel, 2002

Ghosts of the Abyss, James Cameron, 2003

Titanic Revealed, Robert Ballard, 2004

The Iceberg that Sank the Titanic, BBC, 2006

Titanic's Final Moments: Missing Pieces, History Channel, 2006

Films

Titanic, Jean Negulesco, 1953

A Night to Remember, Roy Ward Baker, 1958

The Unsinkable Molly Brown, Charles Walter, 1964

Titanic, James Cameron, 1997

Books

On-line bibliography: See http://www.keyflux.com/Titanic/t_biblio.htm for an extensive online bibliography.

Ballard, Robert D., ` *The Discovery of the Titanic*, Grand Central Publishing, New York 1995.

Brewster Hugh and Coulter Laurie, *8881/2 Amazing answers to your questions about the Titanic*, Madison Press Books/Scholastic, Toronto, 1998.

Davie, Michael, *Titanic: The Death and Life of a Legend*, Henry Holt and Co., New York, 1988.

Eaton, John P. and Charles A. Haas, *Titanic: Triumph and Tragedy*, W. W. Norton & Co., New York and London, 1986.

Iversern, Kristen, *Molly Brown Unravelling the Myth*, Johnson Books, Boulder 1999.

Lord, Walter, *A Night to Remember*, Henry Holt, New York, 1955.

Lynch, Don, Ballard, Robert D. and Marschall, Ken, *Titanic: An Illustrated History*, Madison Press, Toronto, 1992.

Matsen, Brad, *Titanic's Last Secrets*, Grand Central Publishing, New York, 2008.

Spedden, Daisy Corning Stone and McGaw, Laurie (illustrator), *Polar the Titanic Bear*, Little Brown Books for Young Readers, 1994.

Winocour, Jack (Ed), *The Story of the Titanic as told by its Survivors*, Dover Publications, New York, 1960.

